



THE UNIVERSITY *of* EDINBURGH
Centre for Open Learning

English Language Education

Sources & Referencing for Postgraduates



Reading

Sources & Referencing

Writing

So, why are sources
important?

Because you are...



Standing
on the
shoulders
of giants

Using sources

Quick Task

- 1 Read the following text. Identify where sources are used.
- 2 How did you distinguish the author's voice from the source?
- 3 Whose voice is more important: that of the writer or the source?
- 4 Why have the writers used their sources where they have?

H. Kum, A. Krishnamurthy, A. Machanavajjhala and S. C. Ahalt, "Social Genome: Putting Big Data to Work for Population Informatics," in *Computer*, vol. 47, no. 1, pp. 56-63, Jan. 2014.

doi: 10.1109/MC.2013.405

URL: <http://ieeexplore.ieee.org.ezproxy.is.ed.ac.uk/stamp/stamp.jsp?tp=&arnumber=6678338&isnumber=6750428>

In the computer science literature, privacy refers broadly to collection, maintenance, disclosure, and control of, and access to, information about individuals.¹¹ It is helpful to note that in many other fields privacy refers more narrowly to safe data collection (data input), whereas confidentiality refers to safe information disclosure (data output).³ Kenneth Prewitt, former director of the US Census Bureau, states that, privacy is akin to “don't ask” and confidentiality is akin to “don't tell.” Some security technologies are applicable to both, and others are specific to only one purpose.

Accidental or purposeful misuse of social genome data has the potential to cause harm to individuals. In addition, privacy and confidentiality breaches can lead to legal consequences, especially in government and research settings. Thus, privacy and confidentiality protection is critical to the success of population informatics research. Protecting privacy and confidentiality in secondary data analysis is complex and requires a holistic approach involving technology, statistics, governance, and a shift in culture of information accountability through transparency rather than secrecy. Information accountability focuses on monitoring use of sensitive data to hold users of that data accountable for any misuse.¹² For example, protection of financial credit history data is mainly based on information accountability, where all parties know who used what information for what purposes with strict laws to hold them all accountable.

Governance models also play an important role in maximizing protection. Helen Nissenbaum provides a practical legal framework for privacy protection of personal information referred to as contextual integrity—that is, privacy protection depends on the context and the expected norms of protection given a particular situation.¹³ From a technical standpoint, these privacy standards result in policy requirements on digital data about who has access to which data, for what purpose, and how the data should be maintained. The most relevant question for population informatics research is, “What are the expected norms of ethical conduct for doing research with person-level data in a given society?” Each country must start a discourse on the ethics of data analysis that draws on personal data.

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References

- 3.** S. Fienberg, "Confidentiality, Privacy and Disclosure Limitation," *Encyclopedia of Social Measurement*, Academic Press, 2005, pp. 463–469.
- 11.** K. Prewitt, "Why It Matters to Distinguish between Privacy and Confidentiality," *J. Privacy and Confidentiality*, vol. 3, no. 2, 2011, article 3.
- 12.** D.J. Weitzner et al., "Information Accountability," *Comm. ACM*, vol. 51, no. 6, 2008, pp. 82–87.
- 13.** H. Nissenbaum, "Privacy as Contextual Integrity," *Washington Law Rev.*, vol. 79, no. 1, 2004, pp. 19–158.

Introducing your source: a choice

Integral: author's name will be the main subject of the sentence.

- **Kenneth Prewitt**, former director of the US Census Bureau, **states that ...**
- **Helen Nissenbaum provides ...**

Reporting verbs: assert, claim, maintain, outline, suggest, etc.

DO NOT USE 'said'!!

Non-integral: author's name may only be mentioned in brackets (...) or via a number notation system (e.g. footnotes and endnotes).

- ... data accountable for any misuse.¹²
- ... data accountable for any misuse (Weitzner et al., 2008)

For more details, see: <http://www.phrasebank.manchester.ac.uk/referring-to-sources/>

Introducing your source: a choice

Integral

- You want to highlight or focus on the work of particular authors or studies
- Focus on the actions of the researchers
- Respect/courtesy?
- Stylistic preference: more personal?
- Less common in STEM disciplines?

Non-integral

- You want to highlight the information in a particular study or a number of related studies •
- By far the most common form of citation in published papers and advanced student writing.
- Helps you develop your own voice as writer?

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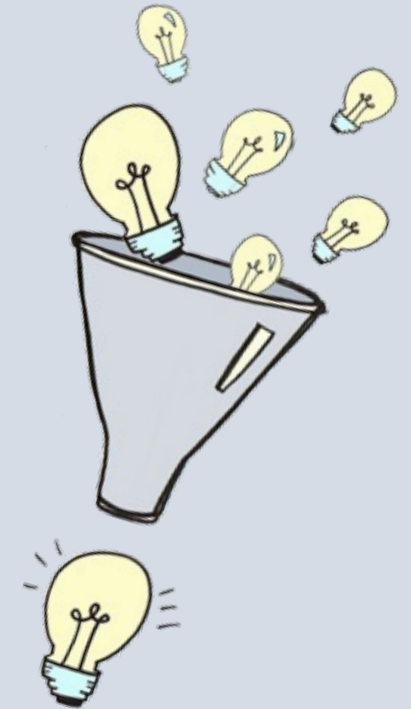
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Integrating your sources into your writing

- Quote Directly
- Paraphrase
- Summarise
- Synthesise



“ ”



Integrating your sources into your writing: Quote Directly

Purpose: to cite a beautifully explained or phrased idea that you couldn't improve on or to repeat a famous quotation or cite an authoritative source.

Example: As Darwin (1860: p81) explained, *"This preservation of favourable variations, and the rejection of injurious variations, I call natural selection."*

Integrating your sources into your writing: Paraphrase

Purpose: to keep all the content but reformulate the original to fit the focus and flow of your own purpose/argument.

Example: *With child vaccination rates falling, are parents who opt out putting everyone at risk? (Smith & Jones, 2016)*

Paraphrase for a paragraph about vaccination rates: *The decline in the number of child inoculations due to parental anxiety may be increasing the risk of disease in the population. (Smith & Jones, 2016)*

Paraphrase for a paragraph about health issues and parents: *Nervous parents may be increasing the risk of disease in the wider population by refusing to have their children vaccinated. (Smith & Jones, 2016)*

Integrating your sources into your writing: Summarise

Purpose: to condense the scope and emphasis of a relatively large amount of material efficiently and concisely.

Example:

World politics is entering a new phase, and intellectuals have not hesitated to proliferate visions of what it will be: the end of history; the return of traditional rivalries between nation states; and the decline of the nation state from the conflicting pulls of tribalism and globalism, among others. Each of these visions catches aspects of the emerging reality. Yet they all miss a crucial, indeed a central, aspect of what global politics is likely to be in the coming years.

It is my hypothesis that the fundamental source of conflict in this new world will not be primarily ideological or primarily economic. The great divisions among humankind and the dominating source of conflict will be cultural. Nation states will remain the most powerful actors in world affairs, but the principal conflicts of global politics will occur between nations and groups of different civilizations. The clash of civilizations will dominate global politics. The fault lines between civilizations will be the battle lines of the future.

Source: Huntington, S. P. (1993). The Clash of Civilizations. *Foreign Affairs*, 72(3), 22

The Steps when Summarising a source

- 1.** Read the original text carefully and check any new or difficult vocabulary.
- 2.** Mark the key points by underlining or highlighting.
- 3.** Make notes of the key points, rephrasing where possible.
- 4.** Write the summary from your notes, re-organising the structure if needed.
- 5.** Check the summary to ensure it is accurate and nothing important has been changed or lost.

Integrating your sources into your writing: Summarise

Example Summary: *According to Huntington (1993), while nations will retain their global power, the future of world politics is likely to be dominated by clashes between different cultures and civilisations rather than by the international rivalries or national breakdowns of the past.*

Integrating your sources into your writing: Synthesise

Purpose: to combine different information and ideas from a range of sources and integrate them into your text in order to develop your own argument. This requires critical reading and thinking to identify similarities, differences, connections, cause & effect and bring them together into a logical and cohesive whole. Essentially, you use your own words (summarising and paraphrasing). Remember to reference every source you use.

Integrating your sources into your writing: Synthesising Example

Individuals are classified as either an extrovert or an introvert. Extroversion describes people who are outgoing, sociable, assertive, and optimistic and are in search of excitement (McAdams 2014; McShane & Travaglione 2015). Extroverts are confident in their abilities to accomplish tasks effectively and have faith in themselves. They enjoy risk taking, but can be unreliable and can lose their temper easily (Mathews, Deary & Whiteman 2013). Extroverts also focus more on the positive aspects and outcomes of life and therefore they have a greater level of self confidence. **On the other hand**, introverts are described as being shy, quiet, withdrawn, less likely to make bad impulsive decisions and are more cautious in their actions (Mathews, Deary & Whiteman 2013; McAdams 2014; McShane & Traviglione 2015). As a consequence, introverts are more likely to place weight on the negative outcomes and aspects of social situations (McAdams 2014) and prefer to be alone, **whereas** extroverts have the ability to make friends quickly.

Integrating your sources into your writing

Synthesise: common pitfalls

- Not distinguishing clearly which viewpoint/s belong to which author/s.
- Listing authors separately or one by one, thus not grouping relevant authors or points together.
- Giving too much detail about different perspectives rather than being selective of the key features relevant to your line of argument.
- Describing the idea/argument but not explaining the significance to your own argument or point you are trying to make.

Integrating your sources into your writing: Plagiarism

Definition

Taking another person's words or ideas and using them as if they were your own. It can be either deliberate or accidental.

Adapted from <http://www.uefap.com/writing/writfram.htm>

- Deliberate plagiarism
- Accidental plagiarism

Integrating your sources into your writing: Deliberate plagiarism

- outright copying
 - using exactly the same words as the original author without using quotation marks or saying where the words are from.
- poor paraphrasing
 - changing some of the words and grammar but leaving most of the original text the same.
- patchwriting
 - when parts of the original author's words are used and connected together in a different way.
- using an apt term or phrase
 - when a novel term or short phrase from the original text has been used in the students work, possibly because it is so good, but without acknowledgement.

<http://www.uefap.com/writing/writfram.htm>

Integrating your sources into your writing: Accidental plagiarism

- you do not have the skill for expressing another person's ideas in your own words.
- when you take notes from a book or journal, you copy out some sections and do not make this clear in your notes. Later when you re-read the notes, you forget that they are not your words or ideas.
- you forget to acknowledge another person's words or ideas.
- you do not have time to include the acknowledgments and list of references.
- you feel your written work is not good enough.

<http://www.uefap.com/writing/writfram.htm>

Integrating your sources into your writing: Some advice

Don't plagiarise because:

- it's a breach of university regulations and is taken very seriously in UK Higher Education (see your programme handbook for details).
- you need to demonstrate good academic scholarship, which is evidenced by careful reflection and considered response to what you have read.
- you need to present your own conclusions about what you have read. This is what your reader is expecting to see. Most of what you write will be based on other people's ideas but, importantly, it involves working with other people's ideas, not reproducing them.

Remember YOUR VOICE

1. Make your unattributed assertion at the start of paragraphs followed by evidence, findings, arguments from your sources.
2. Explicitly tell your reader what the connections are between sources.
3. Explicitly tell your reader what the connections are between those sources and your main assertion.
4. Show your strong agreement/disagreement/cautious agreement/etc. with the sources.
5. Include “so what” summary sentences (evaluative sentences) at the end of paragraphs.



Taken by Andy Morffew
<https://www.flickr.com/photos/andymorffew>

Summary

Reading will be strongly connected to your writing. Most of what you write will be linked to what you read. You will need to:

- Take notes on what you read.
- Paraphrase, summarise and synthesise what you read.
- Cite what you read.
- Comment on and evaluate what you read.
- Compare what you read.
- Use what you read to support your own writing.
- Differentiate your views from those of the texts you read.

Pause for Thought

What makes academic writing ... **academic**?

